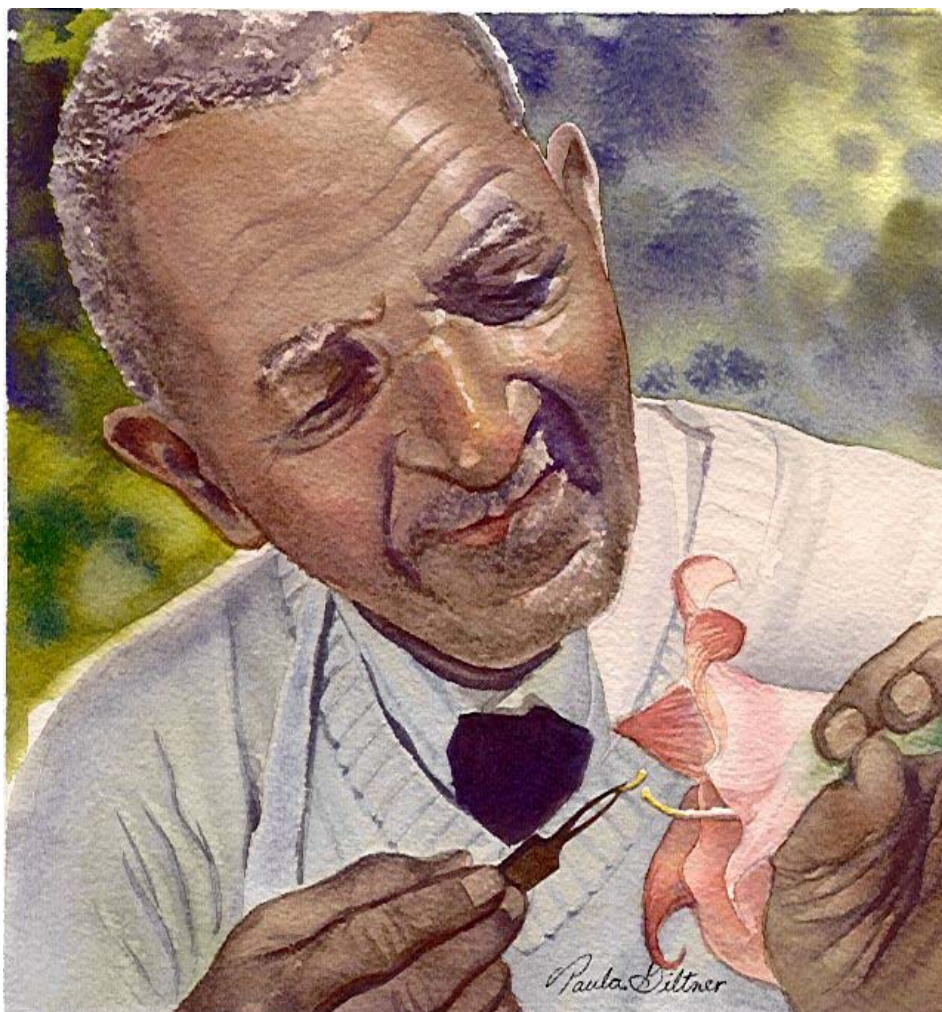


National Park Service
U.S. Department of the Interior

George Washington Carver National Monument
Diamond, Missouri



Discovering George Washington Carver — *A Man of Character*



Character Education Curriculum Grade 2

EXPERIENCE YOUR AMERICA™

National Park Service
U.S. Department of the Interior

George Washington Carver National Monument
Diamond, Missouri



Discovering George Washington Carver — *A Man of Character*



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EXPERIENCE YOUR AMERICA™

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Welcome to

“Discovering George Washington Carver—A Man of Character!”

Character education, lifeskills, ethics...whatever the name, educators model it on a daily basis! The George Washington Carver Character Education Curriculum combines fun, character-building activities for students, along with the life story of George Washington Carver.

This package contains resource material to help introduce the story of George Washington Carver, the first African American scientist and educator to receive the distinguished honor of having a national park created for him: George Washington Carver National Monument in Diamond, Missouri. Dr. Carver's life modeled perseverance, patience, kindness, and many other excellent virtues.

Also included are curriculum- integrated activities and materials to assist students on their journey into character education. Links to the Missouri Show- Me Standards are listed in all lessons. This booklet is a wonderful addition to an educator's toolbox of character- building tools, to help students make right decisions when faced with moral choices. The anchor of the booklet is Dr. Carver's letter called “8 Cardinal Virtues”, written as a thank you letter to a group of his students at Tuskegee Institute in 1922.

Dr. Carver was a strong proponent of education, believing it to be the key to success for young people everywhere: “...*education is the key to unlock the golden door of freedom to our people.*” His philosophy and his life present a timely message for students today. George Washington Carver was truly “A Man of Character”!

Contact Information

George Washington Carver National Monument

5646 Carver Rd.

Diamond, MO 64840

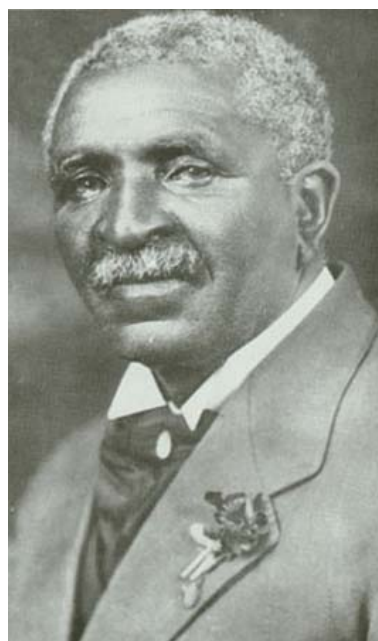
(417) 325-4151

Email: gwca_interpretation@nps.gov

Website: www.nps.gov/gwca

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong. Because someday in life you will have been all of these."

- G.W. Carver



About George Washington Carver National Monument

George Washington Carver National Monument in Diamond, Missouri is the birthplace and boyhood home of George Washington Carver. Authorized as a national monument in 1943, the memorial to Carver is the first national monument to an African American, the first to an agricultural scientist, and the first birthplace monument to a person other than a United States President.

The visitor center contains a museum with exhibits that trace Carver's life from being born into slavery and growing up on the Moses Carver farm to his role as an artist, educator, humanitarian, devout Christian, and humanitarian, as well as a world-renowned agricultural scientist. A documentary video depicting Carver's life and work is available for viewing, and there is a wide variety of books and souvenirs in the park's gift shop. Visitors may also enjoy the Carver Science Discovery Center, a hands-on science center where students explore the sciences using microscopes, computers, puzzles, games, and more.

Outdoors, a ¾-mile self-guiding trail winds along the streams, woods and prairie where Carver walked and played as a young child. The trail consists of the birthplace cabin site, the "Boy Carver" statue by Robert Amendola, the restored 1881 Moses Carver house, and the Carver family cemetery.

Ranger-led education programs are available year-round with advance reservations. Curriculum-based programs include:

- George Washington Carver: "I Can"
- 19th Century Lifestyles
- The Plant Doctor
- Dr. Carver: the Artist
- Dr. Carver and the Civil Rights Trail
- Pioneer Days
- Environmental-Education
- Art & Essay Contest for 4th grade students

Guided tours of the nature trail are available upon request, and a Junior Ranger program is available year-round.

The National Park Service invites the general public to visit the George Washington Carver National Monument to learn of the life, the struggles, and the scientific innovations of George Washington Carver. George Washington Carver National Monument is administered by the National Park Service, U.S. Department of the Interior.

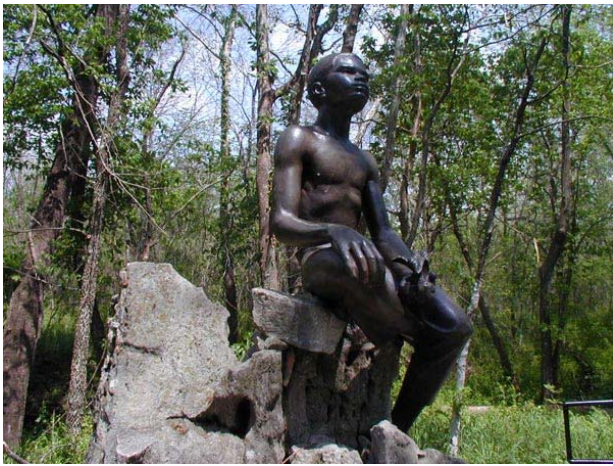
OPERATING HOURS:

Daily 9 a.m. until 5 p.m. Closed Thanksgiving, Christmas, and New Years Day
No admission fee.

CONTACT INFORMATION:

George Washington Carver National Monument
5646 Carver Road
Diamond, MO 64840
Phone 417-325-4151
Fax 417-325-4231
Email gwca_interpretation@nps.gov





Free Loan Materials

Photocopy this form, and place a checkmark beside the items you would like to borrow. Return the form to George Washington Carver National Monument.

Items should be reserved at least two weeks in advance and returned upon completion of module teaching. The only cost is return postage. Grade level recommendations are indicated in parentheses.

Videos:

- ☐ (Grades K- 3) *The Boyhood of Carver*, 12 minutes
- ☐ (Grades 2- 4) *George Washington Carver by Kaw Valley*, 29 minutes *
- ☐ (Grades 4- 8) *Man of Vision*, 28 minutes *
- ☐ (Grades 4- 8) *George Washington Carver by BAA*, 30 minutes
- ☐ (Grades 5- 8) *The Peanut Man*, 30 minutes *

* These items are available for purchase from the Carver Birthplace Association. A copy of the complete Sales List may be requested if interested in purchasing the items. Educators receive a 20% discount on all purchases.

- ☐ Sales List
- ☐ Education Packet – including fourth grade curriculum, 8x10 photos, field trip information and a Calendar of Events

Your name/School name: _____

Address: _____

Telephone: _____

Mail to: George Washington Carver National Monument
5646 Carver Road
Diamond, MO 64840

Or fax to: (417) 325-4231 Or telephone: (417) 325-4151



Part I

George Washington Carver



Teacher Support Information

George Washington Carver



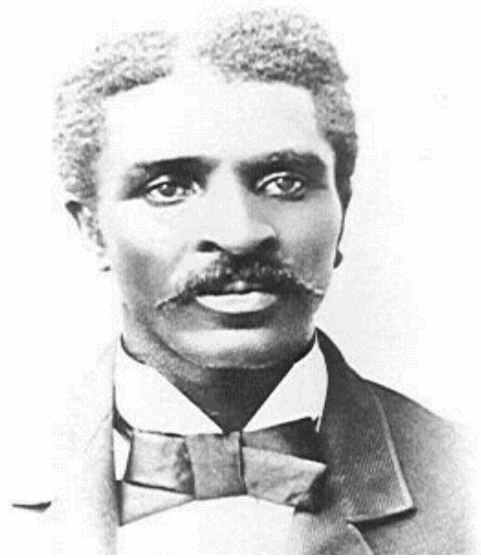
His impact on the world is undeniable, but the road to success was slightly less certain. His story begins shortly after westward expansion exploded across the Midwest. Moses Carver, a white settler from Illinois, purchased a 13- year- old slave girl, Mary, for \$700 in 1855 and brought her to his homestead in Diamond Grove, Missouri. Circa 1864 (no real records were kept of slave births at the time), Mary gave birth to a baby boy whose first year of life was anything but peaceful..

But before the end of the year, George Washington Carver and his mother, Mary, were abducted by a band of outlaws. An older brother, Jim, hid during the attack and remained on the farm. Moses sent a Union Scout, John Bentley, to recover Mary and George, offering the soldier one of his finest steeds as payment for his services. Only George, however, was returned to the Carvers. When rescued, he was found alone by the side of the road, nearly frozen. The ordeal left George with a terrible case of whooping cough requiring constant care to stave off what was considered an inevitable demise.

The conclusion of the Civil War heralded the end of slavery and the beginning of an uncertain time for the newly freed Carver boys. Now orphans, “father was killed shortly before my birth while hauling wood to town on an ox wagon,” the siblings remained at the Carver homestead to be raised by Moses and his wife, Susan.

George Washington Carver

Because of his poor health as a child, George helped Mrs. Carver with the domestic duties while Jim tended to the more physical outdoor chores. In his spare time, George was drawn to nature and the outdoors, exploring the woods, fields and streams around the 240-acre farm. His love of plants earned him the title of the neighborhood “Plant Doctor” and led to his lifelong study of nature. His abundant curiosity about the natural world around him led the young explorer to desire a formal education.



At about ten or twelve years of age, he left what he had always known as home, on a quest for enlightenment that led him through poverty, prejudice, violence, and injustice. Because he was black, George was not allowed to attend school near Diamond, so he walked approximately eight miles to Neosho and the Lincoln School for black children. His determination spurred him to travel throughout Kansas just to finish his high school education. In Ft. Scott, Kansas, he was exposed to the most violent racism he had ever seen in his life, witnessing the lynching and burning of a black man. In fear for his own life, George left Ft. Scott, never to return nor to forget what he saw.

Shaken but not deterred, he worked odd jobs, supporting himself as he continued to pursue his education. In most of the places he lived, he operated a small laundry business, earning enough money to pay for his tuition, books, and food.

His acceptance to Highland College in Kansas was received with much jubilation. Upon arrival, however, he was refused admission because of his color. Discouraged, he tried his hand at homesteading in Kansas. Finally in 1890, he applied and was accepted as an art major at Simpson College in Iowa, where he was the only African- American student. Within a year, his desire to serve his people forced a painful decision to leave the study of art.

Carver transferred to Iowa State Agricultural College (presently Iowa State University) to pursue a Bachelor of Agriculture degree. After completing the undergraduate program in 1894 and a Masters of Agriculture degree in 1896, he accepted an offer from Booker T. Washington to become the head of the Agriculture Department at the Tuskegee Institute in Alabama.

George Washington Carver

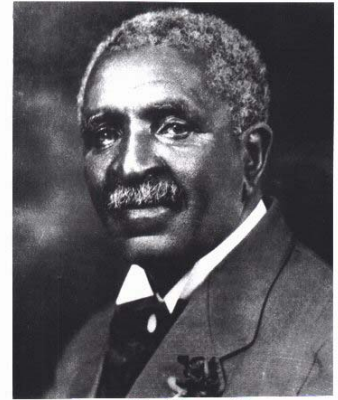
The Institute was established to teach young black men and women industrial education to promote self-sufficiency. Here, Carver became a beacon to students who were inspired by his ability to succeed despite many obstacles.

At Tuskegee, Carver continued the work he had begun in childhood, as he toiled to implement the ideas of crop rotation and crop diversification. Carver understood that the soil was being depleted of its nutrients by “king cotton.” To help replenish the land, Carver recommended planting legumes like peanuts and soybeans, also known as “nitrogen fixers.” Farmers listened to Dr. Carver, which led to a new problem...too many peanuts! So, Dr. Carver set to work in his lab to find new ways to utilize the peanut. Discovering over 300 uses, Dr. Carver also experimented with the soybean, sweet potato, and other crops.

Carver embraced a message of hope “to help the man farthest down,” and produced a series of free agricultural bulletins aimed at providing the poor farmer with better farming techniques and recipes for nutritious meals.

Recognized as an expert on the peanut, he became the first black American to testify before a congressional committee (on behalf of a tariff on imported peanuts). He had a business friendship with Henry Ford, collaborating on soybean research. Carver was also a popular speaker at YMCA clubs and other organizations. Dr. Carver’s rise as a symbol of interracial peace and harmony prompted Congress to authorize the purchase of the Moses Carver farm in 1943, establishing George Washington Carver National Monument.

George Washington Carver remained at Tuskegee Institute until his death on January 5, 1943. During his lifetime, Dr. Carver gained worldwide acclaim. His true legacy, however, is found in the strength of his character. Although he experienced many hardships and violent times because of slavery, illness, poverty, and racism, he accepted his calling to his fellow man and epitomized the role model for success. His “I CAN” attitude propelled him from the bonds of slavery to become a man history will never forget.



George Washington Carver

"There is no short cut to achievement. Life requires thorough preparation- veneer isn't worth anything."

- G.W. Carver

Chronology *of the Life of George Washington Carver*

Circa 1860

Born on the farm of Moses and Susan Carver at Diamond Grove, Missouri, where his mother Mary was a slave. The identity of his father is unknown, but he is believed to have been a slave on a neighboring farm who died shortly after young Carver's birth.

Circa 1865

In the waning days of the Civil War, mother and baby were abducted by outlaws. George was later recovered in Arkansas, but his mother was never found.

Circa 1866

After the slaves were freed, the Carvers raised George and his older brother Jim as members of their family. Too frail and sickly to do heavy farm work, George learned instead to wash laundry, cook, and sew. Much of his free time was spent exploring nature, and collecting wild flowers, stones and insects.

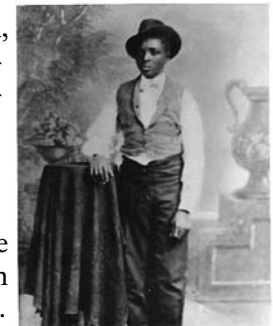


1870s

Young George learned to read at an early age. Denied admittance to the local school, George was educated at home for a time by a private tutor. Eager for a formal education, he left the farm to attend the Lincoln School for black children in Neosho, Missouri.

1878

In search of further schooling, George joined the westward migration to Kansas. He worked odd jobs in Fort Scott, attending school whenever the opportunity arose. In 1879, however, he fled Fort Scott in horror after witnessing the lynching of a black man.



Circa 1880

After working for two years as a laundryman and itinerant field hand in several Kansas towns, Carver moved to Minneapolis, Kansas, to complete his high school education. Upon graduating he applied to Highland College at Highland, Kansas, and was accepted by mail. When he arrived at Highland, however, he was denied admission because of his race.

1886

His hopes for a college education dashed for the moment, Carver became a homesteader in Ness County, Kansas. He built his own sod house and struggled to raise chickens and vegetables on arid land. While living in Ness County, he was elected assistant editor of the local literary society's newspaper and began to demonstrate a talent for painting.

1888- 1890

Restless and discouraged by his fruitless efforts at homesteading, Carver pulled up stakes and made his way to Iowa. At Winterset, Iowa, he was befriended by a couple, the Milhollands, who were impressed by his artistic ability and encouraged him to seek training. He applied to Simpson College in Indianola and was admitted. After paying his fees, Carver was left with only ten cents, whereupon he opened a laundry that supported him through college. Although Carver had come to Simpson College to study art, his instructor, aware of his love for nature and concerned about his ability to earn a living as a black artist, urged him instead to pursue a de-

gree in science. He eventually abandoned his plans for an artistic career, even though one of his paintings received an award at the Chicago World's Fair in 1893.



1891

Transferred to Iowa State College of Agriculture and Mechanical Arts at Ames. Active in student affairs, he became the football team trainer. Following graduation in 1894, he was appointed to the faculty as an assistant in botany while studying for a master's degree. He published two papers of scientific merit in the field of mycology (the study of plant fungi), an interest he was to maintain throughout his life. The first black graduate of the college, Carver was also its first black faculty member and the first black person to receive an advanced degree from Iowa State, in 1896.

1896

Booker T. Washington, principal of Tuskegee Institute in Macon County, Alabama, asked Carver to direct the school's agriculture department and experiment station. While he would have preferred to devote himself to the pure science for which he had been trained, Carver realized the opportunity for service to his people would be greater at Tuskegee.



1897

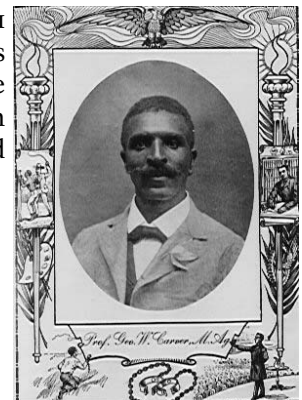
Finding that no laboratory existed, George demonstrated his resourcefulness with salvaging waste materials and improvised a laboratory at Tuskegee out of junk- pile scrap. He also set up an experimental farm, where he quickly revitalized the exhausted soil and improved crop yields dramatically. Concerned about the strangle- hold the cotton single crop system still maintained on the Southern economy, he experimented with such crops as cowpeas, soybeans, peanuts and sweet potatoes. In 1898 he published the first of 32 bulletins intended to teach modern agricultural techniques to impoverished local farmers. He still found time to paint, however, and he occasionally lectured on art to the student body.

1906

In addition to teaching at the institute, Carver devoted considerable time to advising the area's farmers. He urged them to submit samples of their soil and water for analysis and taught them soil- building methods, livestock care and food preservation techniques. In 1906 he designed Tuskegee's Jesup Wagon, a demonstration laboratory on wheels, which he believed to be a significant contribution toward educating farmers.

1911

Carver's relationship with Booker T. Washington had its many stormy moments. In 1911 Washington, alarmed at the deficits in farm operations, removed Carver from his post as director of the agriculture department. Incensed, Carver considered leaving Tuskegee until Washington offered him an appointment as head of the newly- created research department with the promise of a new laboratory. Carver accepted the position and moved into the laboratory where he applied himself to developing improved food processing methods and new industrial uses for farm products.



1915

Elected a Fellow of the Prestigious Royal Society of Arts of London.

1920

Invited to speak before the convention of the United Peanut Association about the myriad of uses he had developed for the peanut.

1921

Impressed by Carver's presentation, the peanut growers asked him to testify before the Ways and Means Committee of the U.S. House of Representatives in support of the protective tariff for their commodity. His successful appearance before the committee drew national attention and fixed his identification with the peanut firmly in the public mind.

1922

Concerned about lynchings, violence and racial injustice, Carver became active in the promotion of interracial harmony. He toured throughout the South for nearly 20 years. Beginning in 1916 he appeared under the sponsorship of the Y.M.C.A. Later he served with the Commission on the Interracial Cooperation, a group concerned with encouraging understanding between the races and ameliorating the conditions under which black southerners lived.

1923

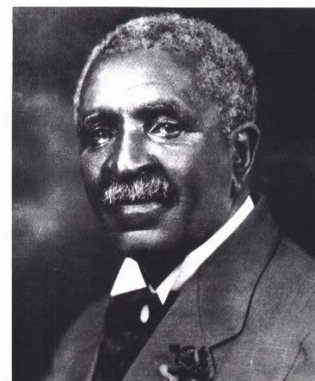
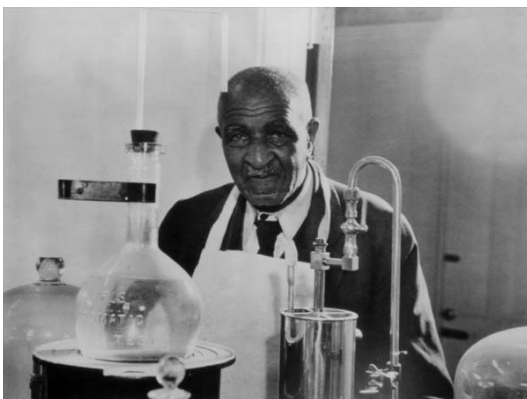
Dr. Carver began to receive numerous awards and honors. The National Association for the Advancement of Colored People gave him the Spingarn Medal for distinguished research. Following commendations from the United Daughters of the Confederacy and the Royal Geographic Society of London, Carver modestly made light of his talents and attributed his success to the Lord.

1925

Advancing age, troubled health and a desire to further investigate some of his ideas persuades Carver to give up teaching in favor of full-time research. Earlier, a group of businessmen had formed the Carver Products Company with no great success. For a time, Carver's copyrighted cough medicine was marketed through the Carver Penol Company, though with little return to its inventor or investors. Carver's research during this period focused primarily on peanut by-products, but he also experimented with industrial uses for sweet potatoes, cotton, corn and petroleum.

1931

Dr. Carver undertook lecture tours of the Midwest, the Northeast and the upper South. He wrote that he was "being invited to places to speak where we thought, a few years ago, that would never open up to colored people." Growing national prominence brought a deluge of requests to speak, but recurrent illness forced him to decline most invitations.



George Washington Carver

1932

For the next seven years Carver was to spend much of his time exploring the benefits of the peanut oil massage in the treatment of a number of afflictions, particularly muscle damage resulting from poliomyelitis. Though he gained much publicity for discovering the “cure” for polio, Carver vehemently denied any such claim. Nevertheless, thousands came to Tuskegee for therapeutic massage, and many believed themselves helped by the treatments. Carver sought, but never won, the endorsement of the American Medical Association for his method.

1935

The U.S. Department of Agriculture appointed Carver a collaborator in its Plant Disease Survey in recognition of his work with plant fungi over the years. Several native American fungi are named for him, since he was the first to identify them.

1939

Awarded the Theodore Roosevelt Medal for distinguished service. Part of his introduction at the award ceremony read: “...a liberator to men of the white race as well as the black; a bridge from one race to the other, on which men of good will may learn of each other and rejoice together in the opportunities and potentialities of their common country.”

1940

In order that his work might continue after his death, Carver established the George Washington Carver Research Foundation at Tuskegee Institute. He bequeathed his life savings to the foundation.

1941

The George Washington Carver Museum was founded by the Tuskegee Institute to display his scientific and artistic accomplishments, his honors and his awards. The museum was designated a national treasure in 1976 when it became a main feature of the Tuskegee Institute National Historic Site.

1943

Died at Tuskegee Institute on January 5 after a long struggle with pernicious anemia. That same year Congress declared his birthplace at Diamond, Missouri a national historic site, establishing the George Washington Carver National Monument.

1973

Elected to the Hall of Fame for Great Americans.

- 1st National Monument established for an African-American
- 1st National Monument for an American Scientist
- 1st National Monument established for an American educator
- 1st Memorial recognizing world peace through interracial understanding



Character of a Man

George Washington Carver had several opportunities to give up and disappear into rural Midwestern obscurity. Instead, he chose to overcome his obstacles, defy convention, and excel in the face of overwhelming challenges. The “peculiar institution” he was born into could not stifle his curiosity for the world around him, just as a debilitating childhood disease could not overcome his tenacious life.



This old notion of swallowing down other people's ideas and problems just as they have worked them out, without putting our brain and originality into it and making them applicable to our specific needs must go, and the sooner we let them go, the sooner we will be a free and independent people.

— G. W. Carver
Dec. 19, 1898

A misguided ideology that separated two races and divided a nation would not prove enough to derail his desire for a now mandatory education.

Rising or falling, I believe is practically inherent within the individual, and since races and nations are made up of individuals, they progress or are held back by the percentage of individuals who will, or will not do the right thing.

— G. W. Carver
letter to Dr. G. F. Peabody
Sept. 20, 1923



The desire for education prompted him to leave his home between the ages of 10 and 12, with no money and what few personal belongings he could carry, to pursue, at best, an uncertain future.

The future propelled him into a national spotlight for his work to help repair a country recovering from a not-so-civil dispute, by educating its agricultural producers of more efficient ways to plant their crops and how to best utilize the vegetables of their labors.

We are the architects of our own fortune and the hewers of our own destiny.

— G. W. Carver



George Washington Carver at Simpson College

Carver became a symbol of unity and humanity to a nation guilty of its own racial phobias, united in a global military movement to uphold the rights of an oppressed people abroad.



Tuskegee students

Take care of the waste on the farm and turn it into useful channels should be the slogan of every farmer.

— G. W. Carver
*Letter to the editor of
The Birmingham
News, October 6, 1936*

We are all brothers, all of us, no matter what race or color or condition. We rise together or we fall together.

— G. W. Carver
*Quoting a newspaper article
April 2, 1929*



Iowa State College

And most importantly, George Washington Carver was an educator. His life was devoted to “help(ing) the farmer and fill(ing) the poor man’s dinner pail,” and the struggle “to get our people to see that their color does not hold them back as much as they think.” He made his simplistic and practical approach to education and race relations relevant to students, farmers, and congressional lawmakers alike.



Carver teaching at Tuskegee



Student harvest at Tuskegee Institute

Look about you. Take hold of the things that are there. Let them talk to you. You learn to talk to them.

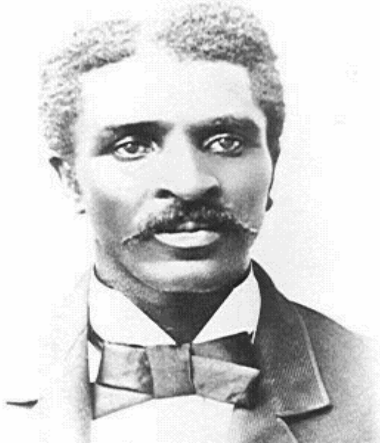
— G. W. Carver



George Washington Carver and President Franklin Delano Roosevelt

8 Cardinal Virtues

George Washington Carver was a popular teacher who inspired his students to academic achievement. Dr. Carver thought of his Tuskegee students as his children, evident in this thank- you note written after receiving a Christmas present from the senior class. Dr. Carver was known to give advice and encouragement on many matters and assisted his students in any way he could, corresponding with many of them long after their Tuskegee years.



THE TUSKEGEE
NORMAL AND INDUSTRIAL INSTITUTE
Founded By Booker T. Washington

For The Training Of
Colored Young Men And Women

George W. Carver
Department of Research and Experiment Station
Tuskegee Institute, Ala.

January 9, 1922.

Mr. L. Robinson:

I wish to express through you to each member of the Senior class my deep appreciation for the fountain pen you so kindly and thoughtfully gave me Christmas.

This gift, like all the others, is characterized by simplicity and thoughtfulness, which I hope each member will make the slogan of their lives.

As your father, it is needless for me to keep saying, I hope, except for emphasis, that each one of my children will rise to the full height of your possibilities, which means the possession of these eight cardinal virtues which constituted a lady or a gentleman.

- 1st. Be clean both inside and outside.
- 2nd. Who neither looks up to the rich or down on the poor.
- 3rd. Who loses, if needs be, without squealing.
- 4th. Who wins without bragging.
- 5th. Who is always considerate of women, children and old people.
- 6th. Who is too brave to lie.
- 7th. Who is too generous to cheat.
- 8th. Who takes his share of the world and lets other people have theirs.

May God help you to carry out these eight cardinal virtues and peace and prosperity be yours through life.

Lovingly yours,

G. W. Carver.



Part II

Character Education Lessons—Grade Two



Objectives:

- Students will understand the concept of caring.
- Students will identify the characteristics of a caring person.

Materials and Preparation:

Materials:

Handout 1.1
Photos of George Washington Carver 1.3
Handout 1.2
Scissors, one per student
Yarn
Pencils
Hole punch, one per four students
Pocket folder or one made from construction paper, one per student

Preparation:

Gather needed materials.
Make copies of Handout 1.2, two per student.

Lesson:

George Washington Carver

Begin by making or handing out pocket folders. For each lesson in the George Washington Carver Character Education Curriculum, copy the reading sheets and have students collect them in their notebooks. These could go home with the students as assignments to read to their parents. Parents could initial the reading sheets when their student completes them.

Display the photos (1.3) and write George Washington Carver on the board. Ask the students to share what they know about George Washington Carver. Explain to the students that Carver is regarded as a man of very good character. Ask the students to define some good character traits. List responses on the chalkboard. Encourage the students to give examples of good character. Lead the class to focus on the character trait: caring. Ask the students the following questions.

- What does the word “caring” mean?
- Why is it important to be a caring person?
- How have you been a caring person?
- What would happen if there weren’t any caring people?

Read Handout 1.1 aloud to the students. After reading the story, encourage a discussion about the examples of caring in the story. Ask the following questions:

- How were Moses and Susan Carver caring?
- What did George Washington Carver care for?
- What did George think was the most important thing to do when caring for flowers?
- How can love and caring help other things grow?
- How might George’s life been different had he not had so much time to explore nature?

A Caring Response

Ask the students if they would like to give their parents, grandparents, and siblings a gift without having to spend any money. Lead the students to see that this can be accomplished by helping someone in need. Encourage the students to name activities that can be done around the house for their family members. Some responses might be: watering the plants for dad or helping a sibling with his homework. List all responses on the board. Distribute Handout 1.2, pencils, and scissors to each student. Explain to the

students that they will be creating caring coupons for their family members. Students may choose any of the caring ideas listed on the board or they may create a new idea. Encourage students to create coupons appropriate for their family members. After the coupons are completed, students should cut them out and place them in a pile. Using the hole punch, place one hole in the upper left hand corner, and tie the coupons together using yarn.

Closing

Ask for volunteers to read some of their coupons to the class. Instruct the students to distribute the coupons to family members throughout the next week. Ask the students,

- *How do you think your family members will react to receiving one of your coupons?*
- *How will it make you feel when you hand a coupon to a member of your family?*

Throughout the week, encourage volunteers to share their Carver Caring experiences with the class.

- How will you feel after completing the job on the coupon?

Have students add the reading sheet to their pocket folder.

Evaluate

- Do students understand the concept of caring?
- Do students recognize actions which demonstrate a caring attitude?
- Can students identify the caring characteristics of George Washington Carver?

Links to Missouri Show- Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).

Social Studies

Students will demonstrate within and integrate across all content areas the ability to exchange information, questions and ideas while recognizing the perspectives of others.



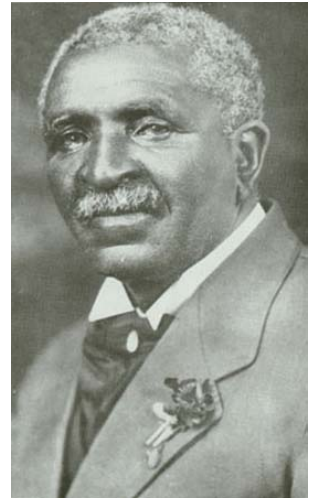
Carver's Plants

George Washington Carver was born to a slave named Mary and lived on the Moses Carver farm in Missouri with his mother and brother. While he was still very young, George's mother was taken away by outlaws. Moses and Susan Carver took George and his brother into their own home and cared for them. George was a very small and weak child, so he did not have to do the difficult chores around the farm. Instead, he helped Susan Carver with household chores. In his free time, George explored nature and tended his secret garden. George spent his days talking to the flowers, asking them questions about how they grew. He was fascinated with insects, leaves, and seeds and treated his plants like pets. In his care, the plants and flowers grew to be bright and beautiful. A visitor once asked him what she might do to make her flowers prettier. "Love them," the boy answered.





Carver Caring Coupon



To: _____

From: _____

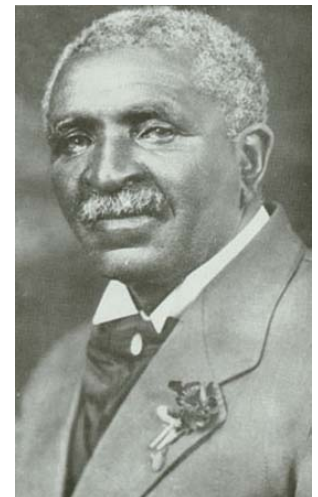
This coupon is good for:

Offer expires: Never

“ Who is always considerate..”
- George Washington Carver



Carver Caring Coupon



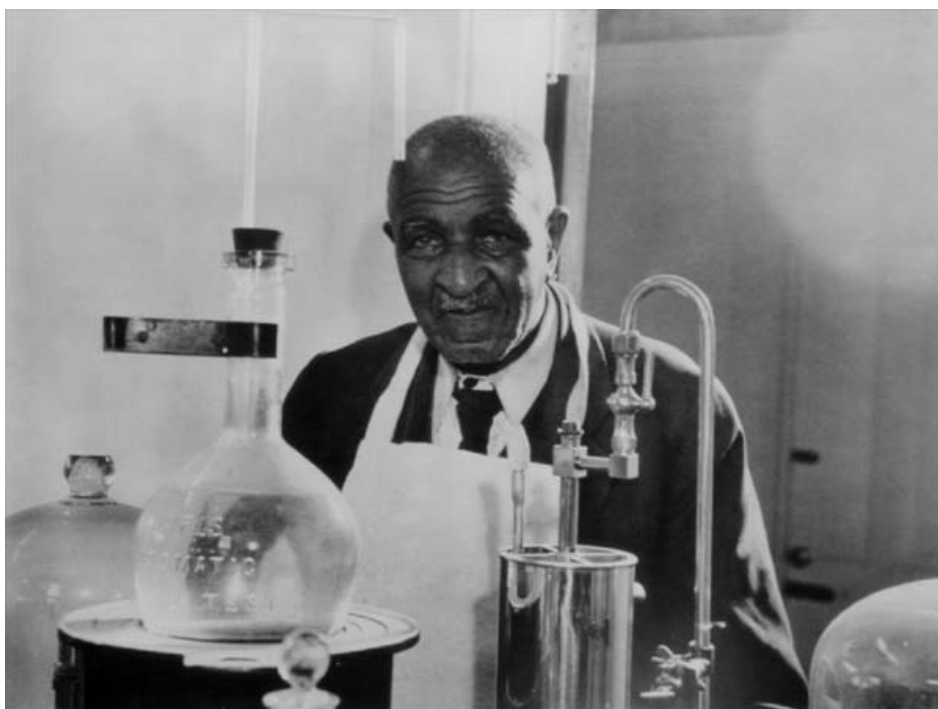
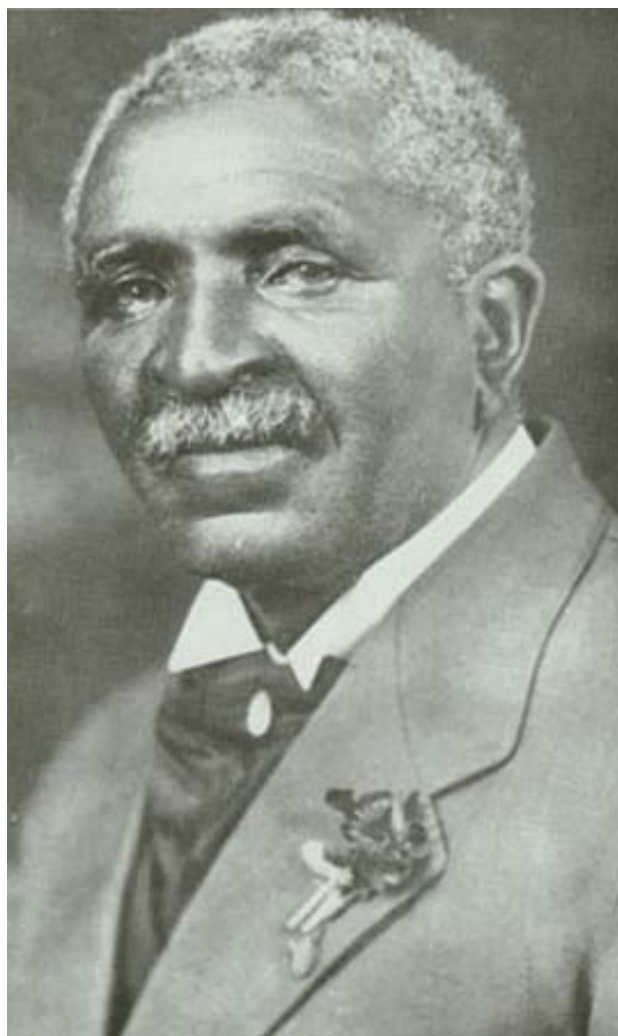
To: _____

From: _____

This coupon is good for:

Offer expires: Never

“ Who is always considerate . . .”
- George Washington Carver



Objectives:

- The students will identify synonyms for the word considerate.
- The students will understand the importance of being considerate.
- The students will create sentences using capital letters and periods.

Materials and Preparation:

Materials:

Envelopes, one per student
8 Cardinal Virtues letter (found in the Teacher Information section)
Handout 2.1
Writing materials
Crayons

Preparation:

Gather materials.
Identify the names of patients at a local hospital or people at a retirement home. Collect enough names so that each student has a person to whom to write a letter. Write one name on the outside of an envelope.
Copy Handout 2.1, one per student.

Lesson:

Cardinal Virtues

George Washington Carver had 8 Cardinal Virtues by which he lived his life; he also encouraged others to live by those values. On the board write the fifth Cardinal Virtue, *Who is always considerate of women, children and old people*. Ask the students to define the word considerate. Lead the students to see that considerate in this context means to be thoughtful of the rights and feelings of others. Encourage the students to think of synonyms for the word considerate; record their responses on the board. Some responses might be: thoughtful, kind, kindness, compassionate, friendly. Encourage volunteers to share times when they or someone they know has been considerate. As the students are sharing their experiences, ask the following questions:

- How do you think a person feels when being considerate to another person?
- How do you think the other person feels?
- What if that person was inconsiderate?
- How might the feelings have been different?

Well Wishes

Inform the students that they will be writing special notes to patients in the hospital or people in a retirement home. Elicit a short discussion on the situations of the people to whom they will be writing. Invite the students to think of short messages (well wishes) that might be appropriate to put in their letters. Record responses on the board for the students to refer to while they are writing their messages.

As the students are giving examples of well wishes, remind the students that each sentence begins with a capital letter and ends with a period. Give each student an envelope. Explain that the person's name to whom they will be writing is on the front of the envelope. Encourage the students to use the envelopes to help them spell the person's name. Give each student writing materials, crayons, and handout 2.1. Students may use a well wish listed on the board or may think of their own. After the students have written their well wishes, instruct them to illustrate their letters.

Closing

Encourage volunteers to share their well wishes with the class. Ask the following questions:

- How might the people feel when they receive the well wishes?
- How do you think you would feel if you were in the hospital and you didn't have anyone to visit you or send you well wishes?
- What would happen if we didn't have considerate people in our lives?
- How does it make you feel when you do a kind deed for someone without telling them?

Evaluate

As the students are sharing their well wishes, make sure that they have created a well wish that is considerate.

- Do they understand the meaning of being considerate?
- Do students recognize how their lives would be different if there weren't considerate people.
- Did the students create sentences using capital letters and periods?

Links to Missouri Show- Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).

Performance

Students will demonstrate within and integrate across all content areas the ability to identify problems and define their scope and elements.



I have been studying the life of Dr. George Washington Carver. He was a very kind man who said a student is someone “Who is always considerate . . of other people.” Here is my Well Wish to you!

Wishing you Well Wishes!



Dear _____,

Sincerely,

Objectives:

- The students will become familiar with the character trait: fairness.
- The students will understand the importance of sharing.
- The students will divide peanuts equally.

Materials and Preparation:

Materials:

Cardinal Virtues (found in the Teacher Information section)
A Purpose for the Peanut 3.1
Handout 3.2
Handout 3.3 (Use if there is a student in the class who is allergic to peanuts.)
Scissors, for use with handout 3.3
Peanuts, 10 per student

Preparation:

Collect materials.
Copy handout 3.2, if necessary.
Write Virtue 8 on the board, *Who takes his share of the world and lets other people have theirs.*
Copy handout 3.1, one per student

Lesson:

Peanuts, Peanuts

Read A Purpose for the Peanut (Handout 3.1) aloud to the class. Discuss the story and the impact that George Washington Carver had on the crops. Encourage the students to think about what might have happened to those crops and farmers if they didn't have George Washington Carver's help. Direct the students toward the board and read the Cardinal Virtue 8. Invite the students to define the word "share." Lead the students to relate this virtue back to the farmers in the story. Ask the following questions:

- How did the farmers live by this virtue?
- What does this mean to us today?
- What would happen if we took more than our share at home or school?
- How would other people feel if they didn't get their share?
- How would you feel if you had to do all of the work at your job while someone else did nothing?

Encourage the students to share examples and non-examples of this virtue. Lead the students to see that this Cardinal Virtue is an example of the character trait fairness. Discuss how unfair it was that the poor farmers were left with wasted land and no crops to make money. Compare and contrast the life of the rich farmer to the life of the poor farmer. An idea to include in the discussion is that the rich farmers were able to buy new land and use expensive fertilizers which allowed them to make more money on the crops.

Fair Share

Inform the students that they will be taking their share of the world and letting others have theirs. Take a handful of peanuts. Give one student two peanuts and give another student ten. Ask the students if this is an example or non-example of fairness. After a few responses, choose two more students. This time divide the peanuts giving one to the first student and two to the second student. Continue dividing the peanuts until all are distributed. Ask the

students if this is an example or non- example of fairness. Allow the students to explain the reasoning behind each response. Encourage the students to brainstorm ways to divide the peanuts so that each student receives a fair share.

Chose two more students. This time use an odd number of peanuts and divide the peanuts evenly. Ask the students, *What happens when there are peanuts left over?* Allow several students to respond to this question. Lead the students to understand that it would not be fair if one student had more than the other.

Inform the students that they will be sharing peanuts today. Divide the class into partnerships. Give each student Handout 3.2 and ten peanuts or Handout 3.3 and scissors. Explain to the students that they will be sharing their peanuts with the number of students listed on Handout 3.2. Do the first problem together as a class to ensure complete understanding of the task.

Closing

After the students have completed the activity, discuss their responses to each problem. Ask for volunteers to share their strategies for dividing the peanuts. Were there any peanuts left over? What did you do with the left over peanuts?

Have students add the reading sheet to their pocket folder.

Evaluate

Monitor the students as they are completing the activity.

- Do the students have a clear understanding of fair share?
- Are the students working together to complete the activity and coming up with ways to divide the peanuts?
- Did the students create a plan of what to do with the left over peanuts?
- Can the students give examples of the Cardinal Virtue discussed in the lesson?

Links to Missouri Show- Me Standards:

Mathematics

Students will acquire a solid foundation which includes knowledge of addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and other application of these operations and concepts in the workplace and other situations.

Performance

Students will demonstrate within and integrate across all content areas the ability to evaluate the processes used in recognizing and solving problems. Students will demonstrate within and integrate across all content areas the ability to evaluate the extent to which a strategy addresses the problem.



A Purpose for the Peanut

Cotton was the crop that farmers in the South planted year after year. As time went on, the cotton plant was destroying the land. This caused a big problem for the farmers. Without their land, they were unable to make money from their crops. The rich farmers were able to buy new land to plant their crops, but the poor farmers were left with wasted land. George Washington Carver began teaching the farmers how to care for their plants and soil. He told them to plant peanuts in order to replace all of the nutrients in the soil. This idea worked, but now the farmers had another problem. What could they do with all of the peanuts? George went to his laboratory to find a solution to the new problem. After much work and research, George discovered nearly 300 different uses for the peanut. Some of his discoveries were soaps, paints, glue, and peanut butter. Because of George's kindness, the farmers in the South were able to continue to make money from the crops in their fields.

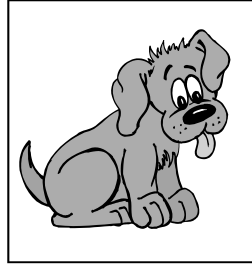
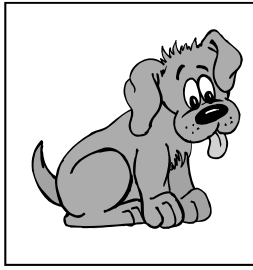


Fair Share

Name _____

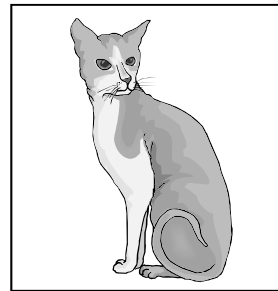
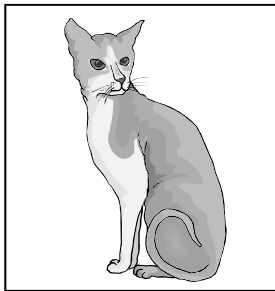
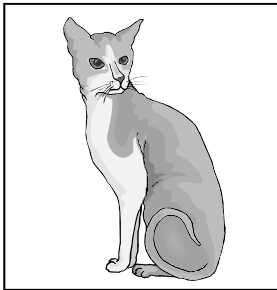
Share the peanuts with the number of animals in each problem. Make sure that each animal receives the same number of peanuts.

1.



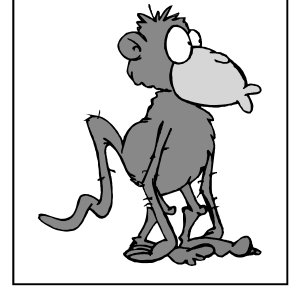
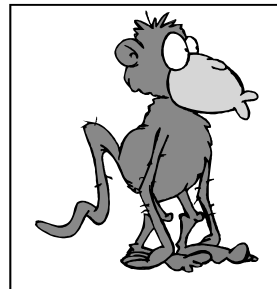
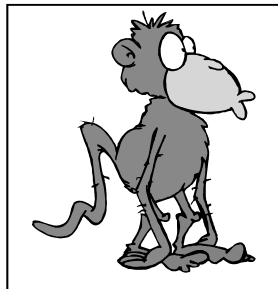
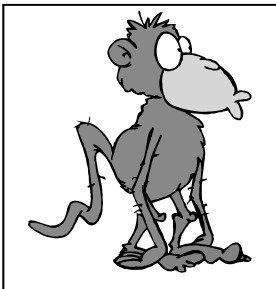
How many peanuts did each animal get? _____ How many were left over? _____

2.



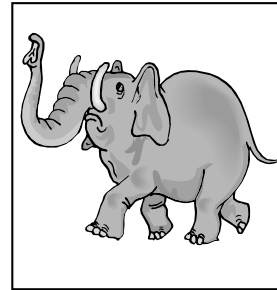
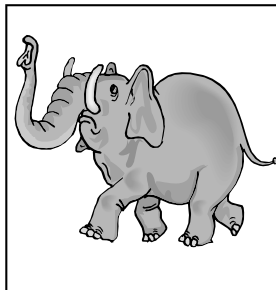
How many peanuts did each animal get? _____ How many were left over? _____

3.



How many peanuts did each animal get? _____ How many were left over? _____

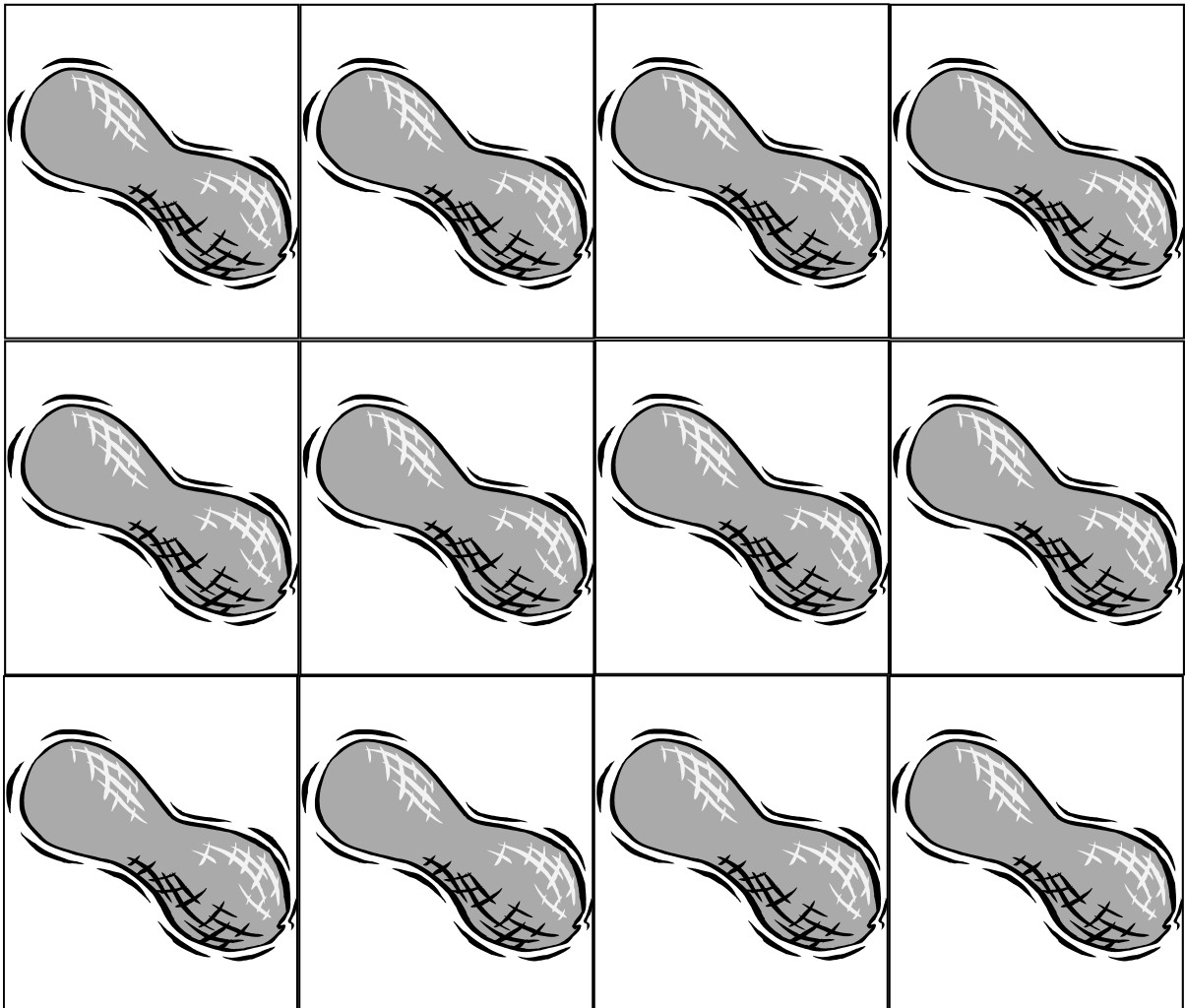
4.



This time use only 12 peanuts.

How many peanuts did each animal get? _____ How many were left over? _____

Fair Share



Objectives:

- The students will understand the character trait fairness.
- The students will be able to define the character trait fairness.
- The students will work cooperatively to prepare a snack.

Materials and Preparation:

Materials:

Chocolate or Vanilla Instant Pudding, one box per three students

Milk

Measuring cups

Mixing Bowls, one per three students

Mixing Spoons, one per three students

Oreo cookies, six per three students

Ziploc bags, one per three students

Small cups, One per student

Spoons, One per student

Preparation:

Collect all materials.

Lesson:

Doing Your Part

Review the previous lesson on fairness. Encourage the students to define the word and give examples and non-examples of fairness. Remind the students of the Fair Share activity, and ask them to recall their strategies for dividing the peanuts. Explain to the students that being fair can also mean doing your part. Encourage the students to recall times in their life when they had to do their fair share. Some responses may be: chores around the house, picking up toys after play time, homework, or delivering newspapers. Ask the students the following questions:

- What would happen if you didn't pick up your toys after you played? Encourage the students to see that someone else would have to pick them up or if nobody picked up the toys then they might become lost or broken.

- If you didn't pick up your toys, how would it make the person who did pick up your toys feel?
- What would happen if you didn't complete your schoolwork or homework?
- What would happen if you went to deliver your newspapers and found out that you had to deliver your friends' papers too because he wanted to play instead? How would you feel?

Cooking Together

Inform the students that they will be working together to make a snack. What does it mean when we say 'working together?' Allow students to explain in their own words what this means, and list examples on the board. Divide the students into groups of three. Explain that they will be making Cookie Pudding snacks. Inform the students that they will need to combine the pudding mix and milk together. Each student will take a turn mixing the pudding for a total of two minutes. Next, the students will put

the cookies into the Ziploc bag and crush the them into small pieces. Finally, one student will hold the small cup, the second student will spoon the pudding into each cup, and the third student will pour the crushed cookies onto the pudding. Explain to the students that they must decide as a group which one will do each of the last jobs. Lead the students to see that it would be unfair for one student to choose a job without the other two agreeing. Explain to the students that as soon as they have all agreed on these jobs they may begin to make their snack.

Closing

As the students are enjoying their snacks, ask them to recall their strategies when trying to determine who would perform each job. Ask the following questions:

- How did it feel to work as a team to create this snack?
- What would have happened if only one person was preparing the snack? Lead the students to see that one person may have become tired when he was stirring the pudding or crushing the cookies. The pudding may have spilled when he was pouring it into the cups without someone there to hold the cup. It may have taken longer to make the whole snack with just one person preparing it.
- How would you have felt if you were the one person who made the snack?
- Would you have wanted the other students to share the snack?

Evaluate

As the students are creating the snack, make sure they are all doing their part.

- Are the students able to come to an agreement about the jobs?
- Do the students understand the consequences of one person not participating in the activity?

Links to Missouri Show- Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency in participating in formal and informal presentations and discussions of issues and ideas.

Performance

Students will demonstrate within and integrate across all content areas the ability to develop and apply strategies based on one's own experience in preventing and solving problems.

Students will demonstrate within and integrate across all content areas the ability to identify tasks that require a coordinated effort and work with others to complete those tasks.



Objectives:

- The students will compare their school experiences with those of George Washington Carver.
- The students will understand the need to have rules.

Materials and Preparation:

Materials:

A Handout 5.1
Items for an obstacle course

Preparation:

Collect materials.
Create an obstacle course. Suggestions: Hopping through hoola- hoops, bouncing a ball, throwing a ball into a basket, hopping on one foot.
Copy Handout 5.1, one per student

Lesson:

Off to School

Review the two previous lessons about fairness.
Read A School for George (Handout 5.1) aloud to the class. After reading the story, ask the students the following questions:

- Why did George have to move away from home to go to school?
- How are things different today than when George was going to school?
- How do you think George felt when the principal would not let him attend the college because of the color of his skin?
- How would you feel if you were unable to attend school here because of the color of your skin, hair, or eyes.
- What other challenges did George face when he was going to school? Lead the students to see that George didn't have his family and that he had to work throughout school.
- How were the rules of going to school different for George than the other children?
- Do you think you could go to school and have a job like George?
- Would you move away from your family just to attend a school?

Rules are Meant for Changing

Lead the students to see that because of the color of George's skin he was not treated the same way as the other children. The rules changed because of his race. Inform the students that they will be doing an obstacle course. Explain what an obstacle course is (if necessary). Divide the class into two teams. There might be a team of boys and one of girls. The first player on a team must complete the course before the next player may begin. Tell the students that they must first take off their shoes to complete the obstacle course. The next player in line may not go until the first player has his shoes back on and shoelaces tied. After a few players have gone, change the rules so that one team is at an advantage. For example, the girls' team may have more players with buckles therefore it is more difficult for them to get their shoes on so they can just have their shoes on their feet before the next player begins. After a few more players have gone, change the rules again so that the girls' team is at an even greater advantage. Continue changing the rules until both teams have completed the obstacle course.

Closing

After playing the game, begin a discussion about the rules of the game. Ask the following questions:

- How did it feel to be on the winning/losing team?
- Why was this game frustrating?
- Why is it important to have the same rules for everyone?
- How was playing this game similar to the story about George Washington Carver?

Have students add the reading sheet to their pocket folder.

Evaluate

As the students are playing the game, monitor their emotions.

- Are they realizing that the rules are not fair?
- Do they understand the purpose for having the same rules for everyone?
- Are they able to relate the unfair game to George's life?

Links to Missouri Show- Me Standards:

Communication Arts

Students will acquire a solid foundation which includes knowledge of and proficiency of participating in formal and informal presentations and discussions of issues and ideas.

Performance

Students will demonstrate within and integrate across all content areas the ability to apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.



A School for George

When George Washington Carver was growing up, he would go with Moses and his older brother to a nearby town called Neosho. One day when George was there, he saw a line of black children walking into a schoolhouse. When the door closed, George crept up to it and listened. They were reading lessons just like the white children in the school near where he lived. George was surprised to see this because the school near his home was for white children only. George decided he had to move to Neosho and attend the school. He planned to clean clothes in exchange for a place to live. Throughout his school years, George was a very good student. He learned everything he could in all of the subjects. After he finished high school, he immediately applied to college. He was accepted at Highland College in Kansas, but when he got there, the principal said, "There has been a mistake. You didn't tell me you were Negro. Highland does not take Negroes." Sadly, George had to find another college that would accept him and the color of his skin.





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